

Enhancing Student Affairs Management in Higher Vocational Education Through Digital Media

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Abstract: This study comprehensively analyzed the importance of digital media on student affairs management in higher vocational colleges. The current application status of digital media in student affairs management reveals extensive and profound effects. Digital media enhances efficiency and convenience in areas such as: extracurricular activities, socialization, academic performance, Student Personnel, Student Services, Student Development, Communication Tools, Self-Satisfaction and fulfillment, Inclusivity and Diversity. The researcher employed stratified sampling to select 397 respondents from four higher vocational colleges in Jiangxi Province and used a comparative descriptive research design. Based from the data results the students are aware of the crucial role that digital media plays in these domains but their assessment of the role of digital media on student affairs management based on extracurricular activities, socialization, academic performance, and student personnel student services, student development, communication tools, self-satisfaction and fulfillment, and inclusivity and diversity is considered to be less important. With this It was recommended that school administrator should highlight the importance of recognizing and building upon the unique needs and preferences of students in different academic years to optimize the use of digital media for their holistic development and well-being. There is also a need for tailoring digital media strategies and resources to meet the unique needs and objectives of students in different disciplines and maximize the benefits of technology integration in their academic and professional pursuits.

Keywords: Digital Media; Student Affairs Management; Higher Vocational Education.

1. Introduction

Higher vocational education is an important part of China's higher education. Higher vocational education focuses on cultivating senior applications and skill -type talents. The improvement of its comprehensive quality is not only higher vocational colleges, but also the focus of the entire society. Students management of higher vocational colleges include the education, management and services of higher vocational students, the unity and integration of the three, an important part of the normal operation and development of higher vocational colleges, and the talent training system of higher vocational colleges. Important links. The effectiveness of students' management work directly affects the realization of the talent training goals of higher vocational colleges. It will also restrict the development of other tasks such as teaching and scientific research in the college. Student management is different from academic activities such as teaching and scientific research. It mainly cultivates students' ideological morality, humanistic literacy, and sound personality and healthy physique, and promotes students to continue to develop in terms of citizen consciousness, social ethics, personal emotions, and professional spirit. Through education, management, and services, they directly act on students, prompting students to grow into talents.

The concept of student management in higher vocational colleges Student management in higher vocational colleges refers to the teaching work in higher vocational colleges, which mainly refers to the fundamental purpose of improving the ideological and political level of students and promoting the all-round development of students under the guidance of national policies, and the ultimate purpose of training highly skilled and all-round development talents suitable for the

development needs of the country and society. In combination with the educational goals and development rules of higher vocational education, vocational colleges are equipped with special organizations and personnel for the physical and mental development characteristics of students in higher vocational colleges. In terms of content, it includes ideological and political education of school records and archives, student behavior management, student dormitory life management, financial assistance for poor students, scholarships, mental health education, employment guidance, quality education, safety education, national defense education, etc. The student management of higher vocational colleges is an important part of the management of higher vocational colleges. The innovation and smooth development of student management is a prerequisite for the advancement of other work in higher vocational colleges, a prerequisite for the stable development of schools, a basis for comprehensively promoting quality education, and a guarantee for training highly skilled talents needed for modernization and national development.

The term "student affairs" was put forward by American higher educators, and it is a concept opposite to academic affairs. It is generally believed that academic affairs usually involve students' "learning", "curriculum", "classroom" and "cognitive development". Student affairs involve "extracurricular", "student activities", "residential life", "emotional personal problems, etc." Fang Wei believes that "student affairs refer to students' non-academic activities or extracurricular activities", "the so-called student affairs work refers to all extracurricular activities of students and their management". Therefore, we can summarize student affairs into non-academic affairs and students' extracurricular activities. Student affairs management refers to the

occupation of student affairs as the work content. In China, student affairs are often referred to as "student work", with the popular development of higher education, higher vocational education is more of application-oriented talents for the society. The quality standards of education are diversified and reflecting multi-dimensional characteristics. Higher vocational education needs to transport professional and technical talents in all walks of life to meet the needs of talents in all aspects of society. Therefore, the diversification and diversification of talent quality has changed the original concept of the original single talent quality training, and also directly put forward higher requirements for the management of students.

In recent years, with the continuous progress of modern technology and the rapid development of society, the new media has developed unprecedentedly, and it has gradually become an important tool for student exchanges, entertainment, and learning in higher vocational colleges.

For a long time, the media is mainly divided into four categories: newspapers, periodicals, radio and television, which are summarized as traditional media. In the second half of the 20th century, the new wave of scientific and technological revolution has promoted the development of new media, and new media has attracted more and more attention. McLuhan was the first to analyze the significance of new media theory. Starting from the historical analysis, McLuhan proposed that the new media has the meaning of human liberation from the perspective of communication turning, and the emergence of new media liberated people from the media history dominated by the media. After McLuhan, different scholars mainly defined new media from two perspectives. One is based on the typology division, from the specific form of information technology application. Shi Lei divides new media into three types: network media, mobile phone media and digital TV media. Gong Chengbo believes that "new media" in a broad sense is a general term for media that can provide users with digital information and entertainment services by using digital communication technology to electronically output terminals. Kuang Wenbo pointed out that the concept of new media is digital interactive media; The content and form will develop with the progress of technology. The concept definition based on typology can help people visualize and understand the specific types of new media. New media in a broad sense includes emerging media such as network media and mobile phones, as well as traditional media forms that incorporate new technologies, such as building media and car TV. New media in the narrow sense has the basic characteristics of digitalization and interactivity, and this kind of new media is fundamentally different from traditional media in the aspects of communication mode, communication content and communication technology. Therefore, the classification of new media based on the specific form of information technology application can not grasp the essence and function of new media. Other scholars follow McLuhan's trajectory, from the perspective of the coordination between technological development and human development, and propose that new media refers to the media that brings about the change of human's way of living. As Baudrillard puts it: "The 'message' of the railway was not the coal or the passengers it carried, but a world view, a new state of union." In the field of ideological and political education, more and more researchers regard new media as a way of life for college students. Zu Jiahe pointed out that the technical basis of new

media is digital information technology, which has the characteristics of interactive communication as a communication tool, so new media is a close combination of digital information technology and media products, and new media provides "information line", "tool line" and entertainment line for college students' daily life. Luo Yuting et al believe that new media is based on digital mobile communication technology to achieve interactive communication without time and space restrictions, and people interact in this environment, realize social interaction, learn social emotions and integrate into social relations.

It can be seen that new media has become an important way of life for college students. Although a unified concept of new media has not yet been formed, it can be seen from the research conclusions of different scholars above that new media is a new form of media based on digital information technology and extended. In the process of dynamic development, new media has a "new" meaning different from traditional media in terms of communication paradigm, application scenario and interaction integration, and it changes people's living habits, behavior patterns and social associations.

From this concept, new media has the following dual characteristics of technology and culture. New media is a form of media based on digital mobile communication technology, and digitalization, networking and mobility are the technical characteristics of new media. The cultural characteristics of new media and the continuous emergence of innovation and development will profoundly change people's survival mode by affecting people's living habits, behavior patterns and social connections.

At present, the form characteristics of new media are digital, interactive, mobile, real-time, and integration of online and offline. New media is defined not only from the perspective of material carrier of media, but also from the perspective of formal carrier of information.

With its massive information and convenient costs, the new media has become an important channel and means for college students to obtain information and exchanges with college students in higher vocational colleges. The technical advantages of the new media have innovated the management methods of higher vocational colleges, bringing opportunities to the management of students in higher vocational colleges. On the other hand, the new media has a profound impact on the world outlook, life view, values, and political outlook of higher vocational colleges. Changes have brought new challenges to the management of students in higher vocational colleges. Therefore, the management of higher vocational colleges under the influence of new media is necessary.. Student management work has been transformed by the advent of new media, which has enabled the digitization and networking of student management processes. This has simplified repetitive tasks and expanded the work space of student administrators. Additionally, new media has provided a broader platform for student affairs management, allowing for more efficient and effective management of students. The student information is now almost entirely computerized. Student information, namely, basic student information, rewards and punishments, mental health, employment, and so on, is all provided to the data platform of a digital campus of a particular school. When you need to access student information, you can utilize it to quickly search for digital data, making student management more efficient and eliminating the need for significant human labor. The

traditional management platform for college students mainly include class meetings, school newspapers, publicity boards, symposiums, interviews, etc. These methods are limited by time and space and are relatively simple and often do not receive good educational effects. With the advent of new media, college students now have access to a platform for political and ideological education that was previously unattainable due to the constraints of time and geography. Relying on information technology, new media has the advantages of rich resources, strong interaction, and rapid dissemination compared with traditional media, creating a brand-new educational platform for college students and enabling student management workers to have a better understanding of students' needs channel. On this working platform, student affairs management workers can carry out their work in a timely and comprehensive manner. Teachers and students can be friends on QQ and WeChat and engage on Weibo, allowing teachers to provide immediate and focused counsel to problems as they develop, influencing students' behavior, changing bad habits, and helping them progress.

How to cope with the challenges brought by the management of new media to the student management of higher vocational colleges, eliminate the negative impact of new media, and how to better use new media to carry out student management work in higher vocational colleges to improve the efficiency of student management work. Better serving students in higher vocational colleges is an important issue facing student managers in higher vocational colleges in the new media environment. The student management workers of higher vocational colleges should fully understand the students of higher vocational colleges and grasp the laws of their physical and mental development. On the other hand, they should study new media, learn new media technology, and manage the management of students in higher vocational colleges under the influence of new media. Prepare for work.

This study is based on such a background, plus my experience in student management

How to develop and innovate in the new media environment has become an urgent problem that universities need to study and solve. However, everything has two sides. The wide application of new media brings opportunities for the innovation and development of student affairs management in colleges and universities, but at the same time, the management of student affairs in colleges and universities also faces new challenges in the new media environment.

The advent of new media has brought about a multitude of opportunities for student affairs management, including increased work efficiency and bridging the gap between students and professors. With the help of new media, student affairs management is no longer constrained by time and space, enabling student affairs management workers to communicate with students, understand their situation, and provide them with the necessary support.

The diversity of new media provides an excellent platform for innovation in student affairs management. However, the intricate information provided by new media can be overwhelming for students who are not strong in screening ability, leading to confusion and misinformation. This can negatively impact the growth and success of college students. Therefore, it is critical to employ new media in student affairs management while also ensuring that students are equipped with the necessary skills to navigate the information effectively

The overall goal of this study is to study the impact of new media technology on student engagement this includes the effect of new media technology on student participation in extracurricular activities , socialization ,and academic performance . Understanding the effect of new media technology on student engagement can help design programs and services that promote student success.

2. Statement of the Problem

The aim of this study is to explore a new model of student affairs management work applying digital media It seeks to answer the following question

- 1.What is the profile of the respondents in terms of
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Year Level
 - 1.4 Course
- 2.What is the assessment of the respondents of the role of digital media on student management in terms of:
 - 1.1 extracurricular activities,
 - 1.2socialization, and
 - 1.3 academic performance
 - 1.4 Student Personnel
 - 1.5 Student Services
 - 1.6 Student Development
 - 1.7 Communication Tools
 - 1.8 Self Satisfaction and fulfillment
 - 1.9 Inclusivity and Diversity
3. Is there a significant difference in the assessment of the respondents on their assessment on the role of digital media on student management when they are grouped according to their profile variables
- 4 Based from the findings of the study what student management model applying the concept of digital media in student affairs management can be constructed

3. Hypotheses

H₀₁: There is no significant difference in the assessment of the respondents on their assessment on the role of digital media on student management when they are grouped according to their profile variables

4. Methodology

4.1. Research Design

The purpose of this study is to explore the application of digital media in the field of student affairs management in order to assess its impact on student academic performance, learning experience and school management. This study uses a descriptive comparative research design to analyze the benefits and drawbacks of digital media in the educational setting. This design allows the researcher to compare the assessments of the respondents based on their profile characteristics.

4.2. Research Locale

Jiangxi Youth Vocational College, located in Nanchang City, Jiangxi Province, China, is a vocational college focusing on training high-quality skilled personnel. Provide a variety of vocational and technical training and education, covering business administration, information technology, tourism management and other fields. It emphasizes practical teaching and school-enterprise cooperation to help students better

adapt to the demands of the job market.

Jinggangshan University, located in Ji 'an City, Jiangxi Province, is named after the Jinggangshan Old Revolutionary Area and has a profound revolutionary tradition. The disciplines cover many fields such as arts, science, engineering, management, law, economy and education. Pay attention to interdisciplinary and comprehensive quality training, pay attention to students' innovation and practical ability.

Jiangxi Vocational College of Industry and Engineering, located in Nanchang City, Jiangxi Province, China, is a vocational college focusing on engineering technology. Provide professional training in engineering, including mechanical engineering, electronic information engineering, computer application technology, etc. Emphasis is placed on practical teaching to cultivate students' practical operation and problem-solving ability in the field of engineering.

Fuzhou Vocational and Technical College, located in Fuzhou City, Jiangxi Province, is a vocational and technical college that focuses on training technical talents. Majors covering agriculture, medicine, information technology and other fields are offered. Through practical teaching and practical training, to provide students with better vocational skills and employment opportunities.

5. Results and interpretation

This chapter presents the data collected, evaluated, and interpreted in tabular form. The conclusions in this section are based on the results of a statistical analysis performed using jamovi 2.3.19.

5.1. Profile of The Respondents in Terms Of

Table 1. Frequency and Percentage of Demographic Profile

Sex	Counts	Percentage
Female	317	81 %
Male	75	19 %
Year Level		
First Year	21	5 %
Fourth Year	7	2 %
Second Year	242	62 %
Third Year	122	31 %
Course		
Architectural Interior Design	46	12 %
Education	214	55 %
Intelligent Welding Technology	9	2 %
Management and Accounting	101	26 %
Urban Rail Transit Communication Signal Technology	22	6 %

Table 1 displays the descriptive statistics regarding the frequencies and percentages of the demographic factors such as sex, year levels, and course of selected students. The data indicates that 81% of the sample were female, while 19% were male. The survey results indicate that most of the participants are male students.

The tabulated data indicates that 5% of the respondents were first-years, 2% were fourth-years, 62% were second-years, and 31% were third-years, suggesting that the majority of respondents are in their second year.

Based on their courses, 12% enrolled in architectural design, 55% in education, 2% in intelligent welding technology, 26% in management and accounting, and 6% in urban rail transit communication signal technology. This suggests that majority of the students are educational majors.

Various variables contribute to the prevalence of female students in vocational institutes. Historically, women have been underrepresented in disciplines like education. Vocational colleges provide them with the chance to acquire the essential skills and qualifications needed to enter these professions. According to Walker et al. (2019), the growing focus on gender equality and the drive for more inclusive educational settings have also played a role in the increased enrollment of female students in vocational colleges.

The high enrollment of second-year students in education programs in vocational colleges may indicate the commitment and dedication of these individuals to their chosen career routes. As they advance in their studies, students become increasingly specialized and focused on acquiring the essential skills and knowledge needed to

succeed in the field of education (Xirau-Probert wet al., 2024).

Overall, the increasing number of female students in their second year of education programs at vocational colleges is a positive reflection of the evolving dynamics in the educational sector. It demonstrates the growing empowerment and opportunity for women to pursue their career goals.

Table 2. Assessment of the Benefits of the Role of Digital Media on Student Engagement in terms of Extracurricular Activities

Indicators	Mean	SD	Verbal Interpretation	Rank
1.Communication Digital media make communication between students and student affairs management more efficient. It allows for real-time communication, which is essential for managing extracurricular activities.				
2.Digital media is a great tool to promote extracurricular activities. Social media platforms can be used to promote events and activities to a wider audience.	3.19	0.74	Important	4
3.Digital media make it easier to register for extracurricular activities. Students can sign up for events and activities online, saving time and reducing the workload of student affairs management.	3.20	0.69	Important	2.5
4.Digital media make data management more efficient. Student affairs Management can use digital media to collect and analyze data on extracurricular activities. These data can be used to improve the quality and efficiency of extra-curricular activities	3.21	0.69	Important	1
	3.20	0.68	Important	2.5
	3.20	0.65		
COMPOSITE MEAN				

Legend: 1.00-1.50: Not Important; 1.51-2.50: Less Important; 2.51-3.50; Important; 3.51-4.00: Very Important

Table 2 indicates the evaluation of the importance of digital media in student engagement in extracurricular activities, with a composite mean score of 3.20 and a standard deviation of 0.65. This means that respondents considered this important. They specifically agree that digital media facilitates extracurricular activity registration and that students can sign up for events and activities online, saving time and lowering the workload of student affairs administration (M = 3.21). Furthermore, they agree that digital media is an effective instrument for promoting extracurricular activities and that social media platforms can be used to reach a larger audience (M = 3.20).

According to Foley and Marr (2019), digital media is important for student engagement in extracurricular activities since it allows for communication, cooperation, and event marketing. The importance of digital media in this context is rated as both average and important. Moreover, digital media is regarded as a standard instrument for engaging students in extracurricular activities because it is widely utilized and easily available. Many students today actively use social media platforms and online forums, making it easier for groups to reach out to them and promote their events (Lim et al., 2022). However, the usefulness of this medium may vary depending on the intended audience and level of involvement with the information.

As stated by Kumar and Nanda (2020), digital media is vital for student involvement because it allows organizations to reach a bigger audience and attract more participants. Extracurricular groups can generate buzz and keep students informed about forthcoming events by using social media, websites, and email marketing. This not only encourages student participation, but also promotes a sense of community and belonging. The respondents consider use of digital media to be important since digital platforms facilitate real-time communication between students, faculty, and organizers. Announcements, updates, and event details can be shared

5.2. Assessment Of The Respondents Of The Role Of Digital Media On Student Management In Terms Of

5.2.1. Extracurricular Activities

instantly, improving coordination.

5.2.2. Socialization

Legend: 1.00-1.50: Not Important; 1.51-2.50: Less Important; 2.51-3.50; Important; 3.51-4.00: Very Important

Table 3 shows how respondents rated the value of digital media for student participation based on socializing. Based on the tabulated data, it obtained a composite mean score of 2.90 and a standardized deviation of 0.77. The data suggests that students who participated in the survey agree that digital media can provide students with information and resources relevant to their studies and personal lives, like universities can use social media to share information about upcoming events, seminars, and job opportunities (M = 3.15) and provides a platform for students to express themselves and share their experiences, feel heard and valued by their peers and the university community (M = 3.12). Digital media, when effectively utilized by student affairs management can significantly enhance social engagement among students. Digital media platforms such as social networks, forums and blogs allow students to connect, share experiences, and build virtual communities. These interactions foster a sense of belonging and encourage students to engage with their peers.

Today's educational landscape relies heavily on digital media for student engagement and sociability (Litt et al., 2020). Its significance cannot be overstated, as technology allows students to communicate, collaborate, and express themselves in ways that were before unattainable. The importance of digital media in student engagement and socializing is typically seen as high.

Based on the study of Rahmatullah et al. (2022), one of the primary reasons that digital media is so significant in student socialization is its capacity to connect students from all over the world. Students can use platforms like social media to communicate with their peers, discuss ideas, and learn about diverse cultures and perspectives. This instills a sense of

community and belonging in pupils, which is critical for their general growth and development.

Table 3. Assessment of the Benefits of the Role of Digital Media on Student Engagement in terms of Socialization

Indicators	Mean	SD	Verbal Interpretation	Rank
1.Digital media can provide students with information and resources relevant to their studies and personal lives. For example, universities can use social media to share information about upcoming events, seminars, and job opportunities	3.15	0.71	Important	1
2.Digital media can be used to facilitate communication between students and student affairs professionals. This can help students	2.65	1.06	Important	4
3.Digital media are used to promote student participation in campus life.	2.69	1.07	Important	3
4.Digital media provides a platform for students to express themselves and share their experiences. It can help students feel heard and valued by their peers and the university community	3.12	0.74	Important	2
COMPOSITE MEAN				

Furthermore, digital media gives students a platform to express their talents and ideas. Students can express themselves and establish their personal brand via digital media, such as recording films, writing blogs, or constructing websites. This not only boosts their self-esteem, but it also

helps kids learn crucial skills like communication, collaboration, and critical thinking (Al Hashimi et al., 2019).

5.2.3. Academic Performance

Table 4. Assessment of the Benefits of the Role of Digital Media on Student Engagement in terms of Academic Performance

Indicators	Mean	SD	Verbal Interpretation	Rank
1.Digital media can enhance the learning experience: Student Affairs Management uses digital media to provide students with online resources such as e-books, videos, and podcasts.				
2.Increase engagement: Student Affairs Management uses social media platforms to create online communities where students can interact with each other and share ideas	3.18	0.69	Important	1
3.Improved Student support Student Affairs Management uses digital media to provide online advisory services, academic advice and career services to students.	3.15	0.71	Important	2
4.Improve student retention: Student Affairs Management uses digital media to provide students with access that can help them succeed academically	3.10	0.74	Important	3
	2.65	1.05	Important	4
	3.02	0.70	Important	
COMPOSITE MEAN				

Legend: 1.00-1.50: Not Important; 1.51-2.50: Less Important; 2.51-3.50; Important; 3.51-4.00: Very Important

Improving student retention is crucial for educational institutions. Using digital media to enhance student success. Here are some implications of using digital media to enhance student success: Leverage digital tools to collect data on student performance, engagement, and needs. Predict which students are at risk and intervene early by connecting them to appropriate campus resources to address their challenges

Table 4 shows an evaluation of the role of digital media in student involvement based on academic performance. The data analysis indicated a composite mean score of 3.23 with a standard deviation of 0.49, indicating that respondents considered it important. They especially agree that digital media may improve the learning experience, with Student Affairs Management utilizing it to provide students with online resources such as e-books, videos, and podcasts (M = 3.18). Furthermore, they agree that Student Affairs Management employs social media platforms to foster online communities in which students can communicate and share

ideas (M = 3.15).

As stated by Bond and Bedenlier (2019), digital media has a huge impact on student engagement in terms of academic success. It gives students access to a wide range of resources and technologies that improve their learning experience. Digital media provides students with a number of possibilities to augment their classroom learning, including online tutorials and educational videos, interactive platforms, and learning management systems.

Research has indicated that students who actively connect with digital media perform better academically than those who do not (Limniou, 2021). This is because digital media enables students to investigate topics at their own pace, participate in collaborative learning activities, and receive real-time feedback on their performance. Furthermore, digital media can deliver a more personalized learning experience by responding to students' unique requirements and learning styles.

While the value of digital media in student engagement and

academic success is universally acknowledged, how educators and institutions evaluate its impact varies. However, on average, digital media is seen as a vital instrument for increasing student involvement and, eventually, improving academic performance. As technology evolves, educators

must embrace digital media as a significant resource in the classroom.

5.2.4. Student Personnel

Table 5. Assessment of the Benefits of the Role of Digital Media on Student Engagement in terms of Student Personnel

Indicators	Mean	SD	Verbal Interpretation	Rank
1.Increase accessibility: Digital media helps student affairs professionals reach students more easily and quickly. For example, social media platforms like Weibo, facebook, Twitter can be used to share information about activities, services, and resources				
2.Increase engagement: Digital media helps student affairs professionals engage with students in new and innovative ways. For example, online forums, blogs, and podcasts can be used to create a sense of community and promote student engagement.	3.13	0.75	Important	2
3.Digital media help student affairs professionals streamline their work and increase productivity. For example, online tools like scheduling software, project management software, and cloud storage can be used to manage tasks and collaborate with colleagues.	3.17	0.71	Important	1
4.Digital media enable student affairs professionals to collect and analyse data on students' needs and preferences. For example, online surveys, focus groups, and social media analysis can be used to gather feedback and insights from students.	1.94	0.79	Less Important	4
	1.96	0.78	Less Important	3
	2.55	0.26	Important	
COMPOSITE MEAN				

Legend: 1.00-1.50: Not Important; 1.51-2.50: Less Important; 2.51-3.50; Important; 3.51-4.00: Very Important

Table 5 displays an evaluation of the importance of digital media in student involvement based on student feedback. The descriptive statistics returned a composite mean score of 2.55 with a standard deviation of 0.26. This suggests that students value digital media and agree that it allows student affairs professionals to engage with students in new and innovative ways, such as using online forums, blogs, and podcasts to foster a sense of community and student engagement ($M = 3.17$). Similarly, they feel that digital media, such as Weibo, Facebook, and Twitter, allows student affairs professionals to reach out to students more simply and rapidly ($M = 3.13$).

Digital media has grown increasingly significant in student involvement and is regarded as critical in today's educational environment (Hoyt, 2023). Student personnel play a critical role in promoting this connection and ensuring that students effectively use digital media.

According to Kumar and Nanda (2020), student personnel are in charge of developing and implementing initiatives to increase student involvement through digital media channels. They play an important role in teaching students how to navigate and use various digital tools and resources. This is significant because it enables students to acquire material and communicate effectively, eventually improving their overall learning experience.

Furthermore, student personnel contribute to the creation of a friendly and engaging online community in which students can engage and communicate with one another. This promotes a sense of belonging and connection among students, which is critical for their success and retention (Borup et al., 2020).

5.2.5. Student Services

The assessment of assessment of the benefits of the role of digital media on student engagement in terms of student services is presented in Table 6, with a composite mean score of 1.93 and a standard deviation of 0.72. The data analysis

revealed that they consider this domain as less important, and they disagree that job fairs are now virtual, with digital media allowing students to connect with potential employers from the comfort of their own homes ($M = 1.91$) and that through digital media platforms, students can now register and register for courses online, eliminating the need for paper forms and long queues ($M = 1.94$).

Digital media has become an essential component of modern education, giving students access to a diverse set of resources and chances for involvement. Despite the potential benefits that digital media can provide in terms of student services, its value is sometimes neglected and underestimated. One factor for this low level could be the conventional perception of student services as predominantly physical and face-to-face contacts (Tratnik et al., 2019). While these types of assistance are unquestionably important, digital media may improve and broaden the reach of student services, giving students access to information and support outside of traditional office hours and physical places.

Furthermore, according to Remenick (2019), relying on traditional means of engagement may limit the accessibility and effectiveness of student services, especially for students with competing priorities or who require flexible ways of assistance. By combining digital media into student services, universities can reach a larger audience while also providing more personalized and specialized help to students.

Table 6. Assessment of the Benefits of the Role of Digital Media on Student Engagement in terms of Student Services

Indicators	Mean	SD	Verbal Interpretation	Rank
1.Through digital media engagement, the student affairs management platform can provide students with extra-curricular opportunities to develop Labour skills and express essential skills to future employers.				
2.Digital media platforms can make mental health counseling now available online, providing students with a safe and confidential way to seek help. This service is especially useful for students who are unable to attend face-to-face counseling due to distance or time conflicts.	1.95	0.76	Less Important	1
	1.94	0.76	Less Important	2.5
3.Through digital media platforms, students can now register and register for courses online, eliminating the need for paper forms and long queues. The service is available 24/7, making it easier for students to manage their class schedules.	1.94	0.76	Less Important	2.5
	1.91	0.77	Less Important	4
	1.93	0.72	Less Important	
4.Job fairs are now virtual, with digital media allowing students to connect with potential employers from the comfort of their own homes. This service is especially useful for students who are unable to attend live events due to distance or time conflicts.				
COMPOSITE MEAN				

Legend: 1.00-1.50: Not Important; 1.51-2.50: Less Important; 2.51-3.50; Important; 3.51-4.00: Very Important

5.2.6. Student Development

Table 7. Assessment of the Benefits of the Role of Digital Media on Student Engagement in terms of Student Development

Indicators	Mean	SD	Verbal Interpretation	Rank
1.Digital Media Students have online access to tutoring services that can help them cope with academic and personal challenges. These services can be provided one-on-one or in small groups by experienced tutors.				
2.Digital media can enable students to join online student organizations, which can help them connect with other students with similar interests. These organizations can provide opportunities for leadership development, community service, and social networking.	1.93	0.77	Less Important	2
	1.91	0.78	Less Important	4
3.Students have online access to health and wellness services, which can help them maintain physical and mental health. These services can include virtual fitness classes, mental health resources, and telemedicine appointments.	1.93	0.76	Less Important	2
	1.93	0.78	Less Important	2
	1.93	0.73	Less Important	2
4.Students can access financial aid services online through digital media, which can help them explore scholarship opportunities, apply for financial aid, and manage student loans. These services include financial aid counseling, scholarship search engines and loan calculators.				
COMPOSITE MEAN				

Legend: 1.00-1.50: Not Important; 1.51-2.50: Less Important; 2.51-3.50; Important; 3.51-4.00: Very Important

Table 7 shows an assessment of the benefits of digital media's involvement in student engagement in terms of student services, with a composite mean score of 1.93 and a standard deviation of 0.73. This means they do not agree that digital media allows students to join online student organizations, which can help them connect with other students who share their interests ($M = 1.91$), or that students have online access to health and wellness services, which can help them maintain physical and mental health ($M = 1.93$).

Digital media is important in education because it engages students and improves their learning experiences. However, the impact of digital media in student involvement is frequently underestimated and deemed less important. One of the primary reasons for digital media's lack of importance is

the belief that it primarily serves as a distraction for pupils, impeding their academic advancement (Flanigan & Babchuk, 2022). Many educators may fail to understand digital media's potential as a significant tool for improving student motivation, actively engaging them in the learning process, and developing critical thinking abilities.

Furthermore, according to Valverde-Berrocso et al. (2021), the absence of appropriate training and resources for properly integrating digital media in the classroom contributes to a limited assessment of its relevance. When educators lack the essential skills and knowledge to integrate digital media into their teaching practices, the potential benefits for student growth are sometimes neglected.

5.2.7. Communication Tools

Table 8 displays an evaluation of the advantages of digital media's impact on student engagement for communication tools of selected students in vocational schools. Based on the tabulated data, it generated a composite mean score of 2.08 and a standard deviation of 0.79, which implies that the respondents considered this as less important. They do not agree that student administration staff have adapted their technology to include new media elements and have taken a leading role in educational administration activities ($M = 1.91$). Additionally, they do not believe that digital management tools can enhance communication among students, faculty, and student administrators, simplifying the

process for students to ask questions and receive necessary support ($M = 1.95$).

When assessing student involvement, digital media's significance as communication tools is sometimes deemed to be minimal. The importance of digital media in promoting meaningful connection among students is often undervalued despite its growing presence in their lives. One possible explanation for this viewpoint could be the belief that digital media is seen more as a hindrance than a useful instrument for communication (Pearce et al., 2019). The abundance of social media platforms and entertainment content can distract from the capacity of digital media to enable significant contacts and cooperation among students.

Table 8. Assessment of the Benefits of the Role of Digital Media on Student Engagement in terms of Communication Tools

Indicators	Mean	SD	Verbal Interpretation	Rank
1.Improve communication: Digital communication tools such as email, instant messaging and video conferencing can help student affairs staff communicate with each other. Digital communication tools can help student administrators collaborate more effectively with each other and with other departments on campus. This can help break down silos and promote a more integrated approach to student support.				
2.Student administration staff have modified their technology to incorporate new media elements and have played a guiding role in educational administration activities. Wechat, Weibo and other new media tools as a new work platform for college student management.	2.51	1.11	Important	1
3.The use of digital media can help make student administration services more accessible to students who may not be able to visit the office in person. This helps ensure that all students have the support they need to succeed.	1.91	0.78	Less Important	4
4.Digital management tools can facilitate communication between students, faculty, and student administrators, making it easier for students to ask questions and get the support they need. For example, online chatbots can provide students with quick answers to common questions. New media provides a more diversified and convenient working platform for student management, changes the working mode of college student management, and promotes the communication between teachers and students	1.96	0.79	Less Important	2
	1.95	0.79	Less Important	3
	2.08	0.79	Less Important	
COMPOSITE MEAN				

Legend: 1.00-1.50: Not Important; 1.51-2.50: Less Important; 2.51-3.50; Important; 3.51-4.00: Very Important

Onyeator and Okpara (2019) stated that traditional means of communication, such face-to-face conversations and written correspondence, are generally considered more honest and intimate than internet contact. The significance of digital media in engaging students in meaningful conversations and dialogue is often overlooked in favor of older techniques.

5.2.8. Self-Satisfaction and Fulfillment

Table 9 presents an assessment of the benefits of digital media on student engagement as self-satisfaction and fulfillment for chosen students in vocational institutions. The tabulated data yielded a composite mean score of 1.97 and a standard deviation of 0.76, indicating that the respondents perceived this as relatively unimportant. The students may perceive this domain as less significant and may not believe that student affairs management aids in students' self-fulfillment through digital management by offering tools and resources for time management and organization ($M = 2.00$). They also argue against the assumption that student affairs administration utilizes digital platforms to establish online

communities for students to interact and exchange ideas ($M = 1.97$).

Digital media has a substantial impact on student engagement and learning in modern culture. The assessment of the significance of digital media for self-satisfaction and fulfillment is sometimes undervalued and seen less crucial. Many students view digital media primarily as a means for pleasure or socializing, rather than as a medium for personal advancement and progress (Blakemore & Agllias, 2020). They could not grasp the full potential advantages of utilizing digital media for self-expression, creativity, and learning. Insufficient awareness can result in a disconnect between the learner and the potential benefits of digital media.

As stated by Nicolaou et al. (2019), traditional modes of education, such textbooks and lectures, have frequently received more attention than the advantages of incorporating digital media into the learning process. Some educators may not give importance to utilizing digital media in their teaching approaches, worsening the problem.

Table 9. Assessment of the Benefits of the Role of Digital Media on Student Engagement in terms of Self-Satisfaction and Fulfillment

Indicators	Mean	SD	Verbal Interpretation	Rank
1.Student affairs management offered online resources such as e-books, videos, and webinars to students. These resources can help students to learn new skills, enhance their knowledge, and develop their personality. By providing online resources, student affairs management can help students to achieve self-fulfillment and satisfaction.				
2.Student affairs management helped students achieve self-fulfillment through digital management is by providing them with easy access to resources and information. Student affairs management can use digital platforms to provide students with information about campus events, job opportunities, and other resources that can help them achieve their goals.	1.94	0.81	Less Important	4
	1.97	0.80	Less Important	2.5
	1.97	0.80	Less Important	2.5
	2.00	0.80	Less Important	1
3.Student affairs management use digital platforms to create online communities where students can connect with each other and share ideas.	1.97	0.76	Less Important	
4.Student affairs management help students achieve self-fulfillment through digital management by providing them with tools and resources that can help them manage their time and stay organized. Student affairs management can use digital platforms to provide students with tools for scheduling, task management, and note-taking.				
COMPOSITE MEAN				

Legend: 1.00-1.50: Not Important; 1.51-2.50: Less Important; 2.51-3.50: Important; 3.51-4.00: Very Important

6. Conclusion

Based on the findings, the following conclusions were drawn:

1.The survey participants acknowledged the significance of extracurricular pursuits, interpersonal interactions, scholarly achievements, and student services. This indicates a harmonious relationship between their perceived importance and their effectiveness in fostering involvement in extracurricular programs, social skills, academic excellence, and the cultivation of student leaders. It also implies that students recognize the role of digital media in enhancing these facets.

2. The participants acknowledged the significance of extracurricular involvement, interpersonal interactions, scholarly achievements, and student services. This indicates a recognition of their value and effectiveness in fostering participation in extracurricular programs, enhancing social skills, achieving academic goals, and cultivating student leadership qualities. It also implies that students are aware of the crucial role that digital media plays in these domains.

3.The assessment of the role of digital media on student affairs management based on extracurricular activities, socialization, academic performance, and student personnel student services, student development, communication tools, self-satisfaction and fulfillment, and inclusivity and diversity is considered to be less important. This may indicate a lack of identification or prioritization of the potential benefits that digital media can offer in these areas. This perception may represent a wasted opportunity to use digital tools to improve student involvement, communication, and overall experience.

4.Female students scored higher in communication tools, self-satisfaction and fulfillment, and inclusivity and diversity. This could reflect a gender gap in the perceived impact and significance of digital media on student management. This disparity may be due to differences in male and female students' choices, experiences, and priorities when it comes to using digital tools for communication, personal happiness,

and fostering inclusive and diverse environments.

5.Male students have higher level in extra-curricular activities and academic performance. This may suggest a gender discrepancy in how digital media is perceived to impact these aspects of student management. This difference may indicate varying levels of engagement, interest, or effectiveness of digital tools in supporting male students' participation in extracurricular activities and academic success.

6.Third-year students scored better in extra-curricular activities, socialization, and academic performance. This may suggest a specific stage-related preference or experience with digital tools. This difference may indicate that third-year students have become more adept at leveraging digital media for various aspects of student life and academic success.

7.Second-year students scored higher in student services, student development, communication tools, self-satisfaction and fulfillment, and inclusivity and diversity. The results suggest that there is a specific trend or pattern in how digital media is perceived and utilized by students at this stage of their academic journey. This difference may indicate that second-year students are more receptive to the benefits and possibilities of digital tools for enhancing their overall student experience, personal growth, and engagement with diverse and inclusive resources.

8.Education majors scored better in extracurricular activities, student personnel, socialization, academic performance, student services, student development, communication tools, self-satisfaction and fulfillment, and inclusivity and diversity than management and accounting majors. It may imply a discipline-specific difference in the perceived value and impact of digital tools in their respective fields. This discrepancy may indicate that education majors see a greater potential for digital media to enhance teaching, learning, and educational outcomes compared to management and accounting majors who may prioritize other tools or methods for their professional practices.

7. Recommendations

1.Future researchers may consider to conduct qualitative research to explore more the unique benefits and limitations of digital media in improving many elements of student life.

2.The school may emphasize the importance of increasing education and knowledge about the role of digital media in promoting inclusivity, diversity, and holistic student development.

3.The school administrator may highlight the importance of addressing individual needs and preferences to ensure equitable access and support for all students in utilizing digital media for their benefit.

4.There is a need to understand and address potential barriers or preferences such as access to technology and digital literacy that may influence the utilization of digital media among male and female students to ensure equitable access and support for all students in maximizing the benefits of digital tools in student management.

5.The teachers may provide targeted support and resources to enhance digital literacy and utilization among students in different academic years to ensure holistic development and effective use of digital tools throughout their educational journey.

6.The school administrator may highlight the importance of recognizing and building upon the unique needs and preferences of students in different academic years to optimize the use of digital media for their holistic development and well-being.

7.There is a need for tailoring digital media strategies and resources to meet the unique needs and objectives of students in different disciplines and maximize the benefits of technology integration in their academic and professional pursuits.

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